Introduction to Gujarati

Gujarati Language School.

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Price 4 Annas.

PREFACE.

This little book has been prepared at the request of the Gujarātī Language School Committee with the idea that it should constitute a basis for oral work during the student's first few months of the study of Gujarātī. The Grammar of Gujarātī Letters, Words, Sentences and Sounds has been treated in a most accurate and scholarly way by Dr. Taylor in The Student's Gujarātī Grammar. Without the inspiration and help gained from this work, and from Dr. Taylor himself, this little book could never have been written. The writers hope that the sentences and exercises given will provide the beginner in Gujarātī with the means for the practical expression of his study of Dr. Taylor's Grammar.

Students are also recommended to study "General Phonetics for Missionaries and Students of Languages" by Noël Armfeld, published by Messrs. Heffer and Sons, Ltd., Cambridge.

The plan of this book is approximately that of the "Introduction to Hindi" used in the Hindi Language School, to the Author of which we are greatly indebted.

An Introduction to Gujarati.

CHAPTER I.

Language Study Hints for Beginners in Gujarati.

"Second only to spiritual qualities a Missionary's best equipment is an efficient knowledge of the language. It opens the way to the heart of the people, and enables him to communicate truth to their minds."

As in the development of language speech precedes reading, writing and knowledge of grammar, so in the acquisition of a language, utterance is the first thing to be learned. The student must learn first to identify the sounds that he hears and next to reproduce them correctly. Those of you who have studied Phonetics and Linguistics will find that such study will give you a very helpful start in the right direction. It increases greatly the capacity to analyse and reproduce unfamiliar sounds, and lessens the time required to grip the structure and idiom of the language. Now that you have arrived on the field, you must not only secure a good Gujarātī teacher, but also seize every opportunity of hearing Gujarātī spoken. Get your teacher to repeat the material to be learned correctly, clearly and very frequently, and also get him to make you repeat it in the same way. Do not try to read independently at first. Your ear must be trained to identify the sounds, and then your vocal organs must be trained to reproduce them, and to accomplish both these ends, the frequent repetition of familiar material is necessary. The repetition, day after day, of familiar material is not an unprofitable use of time. It is very profitable, whereas covering a lot of new material without correct identification of the sounds, and with a faulty accent, is very unprofitable. To

pronounce Gujarātī correctly it is necessary to control the breath very perfectly. Mispronunciation not only sounds very unpleasant to the "native ear" but also in many cases leads to actual misunderstanding or perversion of the sense. The neglect of a slight detail of tone or the omission or insertion of some sound may entirely change the meaning of a word or sentence. For example the presence or absence of aspiration in English may be nothing more than a source of unpleasant mispronunciation which in no way alters the meaning of a word, whereas in Gujarātī there are both unaspirated and aspirated forms of the same consonants, and it is essential to take note of these. Thus the Gujarātī word *bāg* without aspiration means a *garden*, while *bhāg* with aspiration means a *share*. The language drill sentences in Chapter III. have been framed to train the student to differentiate both in hearing and in speech between sounds which may seem similar to the untrained ear, but which in reality differ both in sound and meaning.

Imitate as exactly as possible the pronunciation of your Gujarātī teacher. Insist on his correcting defective pronunciation. To this end you should intentionally make mispronunciations sometimes. If no correction is made your teacher is either ignorant of sound values, careless, or overpolite !

Note how your pronunciation differs from that of your teacher and of the people with whom you come in contact, and try to find out the causes of such difference.

CHAPTER II.

The Gujarati Alphabet.

The letters of the Gujarātī alphabet are represented by two sets of characters, one called the Devnāgarī, Nāgarī, or Bālbodh, and the other the common Gujarātī. The latter, being the script generally used, is employed in this book.

Gujarātī may almost be said to possess the chief characteristic of a satisfactory Phonetic alphabet, viz :—

One symbol for each sound.

One sound for each symbol.

The following are the Gujarātī vowels as they are written when initial in a word or syllable :—

અ a, આ ā, ઇ i, ઈ ī, ઉ u, ઊ ū, ઋ ṛ, એ e, ઐ ai, ઓ o, ઔ au, [અં ṅ or ṁ (anusvār). અ: ḥ (visarg).]

Short અ is written only when initial as it is inherent in every consonant.

The simple vowels in Gujarātī are pronounced as follows :—

અ is always pronounced as "u" in b*u*t.

આ is always pronounced as "a" in f*a*ther.

ઇ in always pronounced as "i" in p*i*n.

ઈ is always pronounced as "i" in mach*i*ne.

ઉ is always pronounced as "u" in p*u*t.

ઊ is always pronounced as "u" in r*u*le.

The vowels એ and ઓ are of variable quality.

એ is usually pronounced like long e as "e" in wh*e*re, or "ay" in s*ay*, but in some words it takes the sound of short e as "e" in met.

ઓ is generally pronounced as the long "o" of note, but in many words it takes the of "aw" in l*aw* (See Dr. Taylor's Grammar, Appendix. III, Note. I.)

ઐ and ઔ are diphthongal vowels which are essentially what are known in phonetics as "glides," the vocal organs changing in their utterance.—

in ઐ from the અ to the ઇ position.

in ઔ from the અ to the ઉ position.

ઐ is pronounced like "ai" in *ai*sle.

ઔ is pronounced like "ou" in s*ou*th.

The vowels can be nasalised by the use of the superscribed nasal symbol or Anusvār ˙. One must be careful to nasalise when it is required, and not to nasalise when it is not required.

as the insertion or omission of the nasal sound can change the meaning of a word. Thus આસ means *month*, while આંસ with the nasalised vowel means *flesh*. For a full account of the nasal and spirant symbols see Dr. Taylor's Grammar, Paras. 7 and 8.

When medial or final, i. e. when immediately following the consonantal element of a syllable, all the vowels except અ are represented by "co-alescent vowel-signs" which are written thus :—

ા ā, િ i, ી ī, ુ u, ૂ ū, ૃ ṛ, ે e, ૈ ai, ો o, ૌ au.

કા=kā, કિ=ki, કી=kī, કુ=ku, કૂ=kū, કૃ=kṛ, કે=ke, કૈ=kai, કો=ko, કૌ=kau.

The vowel અ is inherent in every consonant, and so does not need to be represented by any symbol when following a consonant, as it is understood to be present when no other vowel is written. For cases in which inherent અ is omitted, see Dr. Taylor's Grammar, Para. 6. Note that િ, though written before a consonant, is pronounced after it.

The following are the Gujarātī consonants (36) :—

Gutturals (5). ક k, ખ kh, ગ g, ઘ gh, ઙ ṅ.

Palatals (5). ચ ċ or ch, છ ċh or chh, જ j, ઝ jh, ઞ ñ.

Cerebrals (5). ટ ṭ, ઠ ṭh, ડ ḍ, ઢ ḍh, ણ ṇ.

Dentals (5). ત t, થ th, દ d, ધ dh, ન n.

Labials (5). પ p, ફ ph, બ b, ભ bh, મ m.

Semi-vowels (5). ય y, ર r, લ l, વ v, ળ ḷ.

Sibilants (3). શ s', ષ sh, (ṣ), સ s.

Aspirate (1). હ h.

Conjuncts (2). ક્ષ ksh, જ્ઞ jña.

Each of these thirty-six consonants represents a syllable, which consists of its own distinctive consonantal element combined with inherent અ (English " short u " in but). All these consonants may therefore be represented in Transliteration by their own consonant plus " a." Thus ક = ka, ખ = kha, except in the words and syllables in which inherent અ is omitted.

From the above table of consonants it will be seen that Gujarātī possesses both aspirated and unaspirated consonants of the same class.

ક is pronounced like the English "c" in *c*ut without any aspiration.

ખ is this sound aspirated.

ગ is pronounced like the English "g" in *g*un without any aspiration.

ઘ is this sound aspirated.

ચ is pronounced like the English "ch" *ch*at without any aspiration.

છ is this sound aspirated.

જ is pronounced like the English "j" in *j*udge without any aspiration.

ઝ is this sound aspirated.

પ is pronounced like the English "p" in *p*ut without any aspiration.

ફ is this sound aspirated.

બ is pronounced like the English "b" in *b*ut without any aspiration.

ભ is this sound aspirated.

What then is "aspiration," and how is it to be eliminated? Aspiration is the sound caused by the escape of a slight puff of breath between the consonant and the vowel which follows it. The student should learn to control his breath so perfectly that he can pronounce the unaspirated consonants without affecting a flimsy piece of paper held close to his mouth, or pronounce them closely in front of a candle flame without affecting it. English-speaking people as a rule find little difficulty in pronouncing the aspirated forms of k, ch, t, p, b, etc., but the acquisition of the unaspirated forms requires considerable practice with the help of a good teacher. However difficult it may be to differentiate both as regards reproduction and appreciation between aspirated and unaspi-

rated consonants, it is absolutely essential to learn to do so, as there are many Gujarātī words widely different in meaning which differ in pronunciation and spelling only as regards aspiration. Examples of these will be found in the Language Drill sentences.

The student will also notice that there are four varieties each of t and d in Gujarātī :—

Unaspirated cerebral ટ ṭ,	aspirated cerebral ઠ ṭh.
Unaspirated cerebral ડ ḍ,	aspirated cerebral ઢ ḍh.
Unaspirated dental ત t,	aspirated dental થ th.
Unaspirated dental દ d,	aspirated dental ધ dh.

To the untrained European ear the sounds of the cerebral consonants may seem similar to the corresponding dental sounds, but in reality they are very different, and the difference is significant, often involving the meaning of a word. Thus the Gujarātī word *vāṭ* with the cerebral ṭ means a path, while *vāt* with the dental t means a saying or story. Cerebrals have no equivalents in the English alphabet. In Phonetics they are known as 'retroflex' consonants. They are produced with the tip of the tongue curled back so as to come into contact with the highest part of the roof of the mouth.

There are also two varieties each of n and l in Gujarātī. The forms ન and લ resemble the English n and l respectively, but the forms ળ and ણ are cerebrals.

To learn to pronounce the cerebral or retroflex consonants, it is necessary that the tip of the tongue should be so well curled back that by the aid of a hand mirror the whole of the lower side of the tongue could be seen. The tip must be pressed firmly against the highest part of the roof of the mouth.

The dentals ત, થ, દ, ધ, also differ from the so-called English dentals. All English dentals, except the sounds in the words "thin" and "this," are formed at or near the ridge of the upper gum, whereas, to pronounce the Gujarātī dentals,

the tip of the tongue strikes against the front teeth or the edge of the upper gum. ન is also a dental.

The Gujarātī ર r is the trilled or rolled r. To pronounce this r the tongue should assume a spoon position at the front with the back well kept down and the tip slightly raised.

Note that there are three varieties of 's' in Gujarātī. શ may be called a palatal sibilant. To pronounce it the blade of the tongue strikes the hard palate.

ષ is a cerebral sibilant. To pronounce it the tip of the tongue is curled to touch the highest part of the roof of the mouth, with emission of breath.

સ is a dental sibilant. To pronounce it the tip of the tongue strikes against the front teeth.

Conjunct Letters.

If two or more consonants come together without any vowel intervening, a conjunct letter is usually employed to represent the combined consonants. Inherent અ is always omitted in pronunciation from the non-final members, and in some cases also from the final member of a conjunct letter. See Dr. Taylor's Grammar, Para. 6.

The following are the principal conjunct letters :—

ક્ક = ક + ક. ક્ખ = ક + ખ. ક્ત = ક + ત. ક્ર = ક + ર. ક્ય = ક + ય.

ખ્ખ = ખ + ખ. ખ્ત = ખ + ત. ખ્લ = ખ + લ. ખ્ર = ખ + ર. ખ્વ = ખ + વ.

ગ્ગ = ગ + ગ. ગ્દ = ગ + દ. ગ્ધ = ગ + ધ. ગ્ન = ગ + ન. ગ્ય = ગ + ય. ગ્લ = ગ + લ.
ગ્વ = ગ + વ.

ઘ્ન = ઘ + ન. ઘ્ર = ઘ + ર. ઘ્ય = ઘ + ય.

ચ્ચ = ચ + ચ. ચ્છ = ચ + છ. ચ્છ્વ = ચ + છ + વ. ચ્ય = ચ + ય.

છ્ય = છ + ય.

જ્જ = જ + જ. જ્ર = જ + ર. જ્ય = જ + ય. જ્વ = જ + વ.

ઝ્ઝ = ઝ + ઝ. ઝ્ય = ઝ + ય.

ટ્ટ = ટ + ટ. ટ્ઠ = ટ + ઠ. ટ્ય = ટ + ય.

ઠ્ઠ = ઠ + ઠ. ઠ્ય = ઠ + ય.

ડ્ઘ = ડ + ઘ. ડ્ય = ડ + ય.

ઢ્ઢ = ઢ + ઢ. ઢ્ય = ઢ + ય.

ણ્ડ=ણ+ડ. ણ્ણ=ણ+ણ. ણ્ય=ણ+ય.

ત્ત=ત+ત. ત્થ=ત+થ. ત્ન=ત+ન. ત્પ=ત+પ. ત્પ્ર=ત+પ+ર. ત્મ=ત+મ.
ત્ર=ત+ર. ત્ય=ત+ય. ત્વ=ત+વ. ત્ત્વ=ત+ત+વ.

થ્થ=થ+થ. થ્ય=થ+ય.

દ્ગ=દ+ગ. દ્દ=દ+દ. દ્ધ=દ+ધ. દ્મ=દ+મ. દ્ર=દ+ર. દ્ય=દ+ય.
દ્વ=દ+વ.

ધ્ર=ધ+ર. ધ્ય=ધ+ય. ધ્વ=ધ+વ.

ન્ક=ન+ક. ન્ત=ન+ત. ન્દ=ન+દ. ન્દ્ર=ન+દ+ર. ન્ધ=ન+ધ. ન્ન=ન+ન.
ન્મ=ન+મ. ન્ય=ન+ય. ન્વ=ન+વ.

પ્ત=પ+ત. પ્ન=પ+ન. પ્ર=પ+ર. પ્પ=પ+પ. પ્ય=પ+ય.

બ્જ=બ+જ. બ્ધ=બ+ધ. બ્દ=બ+દ. બ્બ=બ+બ. બ્ય=બ+ય.

ભ્ર=ભ+ર. ભ્ય=ભ+ય.

મ્ન=મ+ન. મ્ફ=મ+ફ. મ્બ=મ+બ. મ્ભ=મ+ભ. મ્મ=મ+મ. મ્ય=મ+ય.
મ્લ=મ+લ.

ર, when the initial letter of conjunct, appears as ˆ above the line. ર્ક=ર+ક. ર્ય=ર+ય.

ર, when the final member of a conjunct, appears as ˏ below the line. ક્ર=ક+ર. જ્ર=જ+ર.

ય્ય=ય+ય.

લ્ક=લ+ક. લ્પ=લ+પ. લ્ફ=લ+ફ. લ્મ=લ+મ. લ્ય=લ+ય. લ્લ (લ્લ)=લ+લ.

વ્ર=વ+ર. વ્ય=વ+ય. વ્વ=વ+વ. વ્હ=વ+હ.

શ્ક=શ+ક. શ્ચ=શ+ચ. શ્ર=શ+ર. શ્લ=શ+લ. શ્વ=શ+વ. શ્શ=શ+શ.

ષ્ક=ષ+ક. ષ્ટ=ષ+ટ. ષ્ઠ=ષ+ઠ. ષ્ણ=ષ+ણ. ષ્પ=ષ+પ. ષ્ય=ષ+ય.
ષ્વ=ષ+વ.

સ્ક=સ+ક. સ્ટ=સ+ટ. સ્ત=સ+ત. સ્ત્ર=સ+ત+ર. સ્થ=સ+થ.
સ્ન=સ+ન. સ્પ=સ+પ. સ્ફ=સ+ફ. સ્મ=સ+મ. સ્ર=સ+ર. સ્ય=સ+ય.
સ્લ=સ+લ. સ્વ=સ+વ.

હ્ન=હ+ન. હ્મ=હ+મ. હ્ર=હ+ર. હ્ય=હ+ય. હ્લ=હ+લ.

ળ્ય=ળ+ય.

A full and detailed account of Gujarātī letters and sounds is given in Dr. Taylor's Grammar, Part I. and Appendix III. which the student is recommended to study carefully.

CHAPTER III.

Language Drill Sentences.

The following sentences have been framed to give the student practice in differentiating as regards hearing and also reproduction between sounds that may seem similar, but in reality are different both in pronunciation and meaning. The student should test his ear by taking down these sentences as dictated by his teacher. He should also test his tongue by dictating them to his teacher, the latter writing them down exactly as the student pronounces them. Slips of cardboard with the Gujarātī sentence on the one side, and the English meaning on the other side also prove useful in testing and memorising.

A. Sentences illustrating the variable quality of ઓ and એ.

ઓ	as "o" in *note*	1. આ ગોળ છે	This is round.
ઓ	as "aw" in *law*	આ ગોળ છે	This is treacle.
		2. આંબા પર મોર છે	There is a peacock on the mango tree.
		આંબા પર મોર છે	There are blossoms on the mango tree.
એ	as long e (wh*e*re)	3. આ કેળ છે	This is a plantain tree
એ	as short e (met)	આ કેળ છે	This is a sharp pain.
		4. તે કેળ ઉપરથી પડ્યો, ત્યારે તેને કેળ આવી	When he fell off the plantain tree, he felt a sharp pain.
		5. તે એમ કેમ કહે?	Why does he say so?

A list of words in which ઓ is sounded as the "aw" of *law* is given in Dr. Taylor's Grammar, Appendix III. Note 1. page 175. The following are some of the more usual words in which એ has the sound of short "e" in *met*. એમ, કેડ, કેમ, કેરી, ઘેર, ઘેલું, જેમ, ઝેર, ઢેલ, તેમ, પેઠે, પેંડો, પેર, પેસવું, ફેણ, ફેંસલો, બે, બેઠક, બેસવું, બેન, મેલ, મેળે, લે, લેણું, વેર, શહેર.

B. Sentences illustrating non-nasalised and nasalised vowels.

અ	6. આ ખત છે	This is a document.
અં	આ ખંત છે	This is perseverance.
આ	7. આ બાગ છે	This is a garden.
આં	આ બાંગ છે	This is the Mohammedan call to prayer.
આં, આ	8. વાંસમાં વાસ નથી	The bamboo has no smell.
ઓં, ઓ	9. તેનું મોંહ જોઇને મોહ ઉપજે છે	Her face is attractive.
આ	10. છોકરા આવ્યા છે	The boys have come.
આં	છોકરાં આવ્યાં છે	The children have come.

Similar sentences may be made using the following sets of words :—

ઘટ–ઘંટ, સત–સંત, વશ–વંશ, હસ–હંસ, માસ–માંસ, પોક–પોંક.

C. Sentences illustrating unaspirated and aspirated consonants of the same class.

Gutturals	ક	11. આ કડીઓ છે.	The is a mason.
	ખ	આ ખડીઓ છે.	This is an ink-stand.
		12. આ કાતર છે.	These are scissors.
		આ ખાતર છે.	This is manure.
		13. ચાક ન ચાખ.	Do not taste the chalk.

Gutturals.	ગ	14. આ ગર જુઓ.	Look at this pulp.
	ઘ	આ ઘર જુઓ.	Look at this house.
		15. અહીં ગામ થાય છે.	A village is being established here.
		અહીં ઘામ થાય છે.	It is sultry here.
Palatals.	ચ	16. તેની ચાલ સારી છે.	His (her) behaviour is good.
	છ	તેની છાલ સારી છે.	Its bark is good.
	જ	17. તે જાડો દેખાય છે.	He looks fat.
	ઝ	તે ઝાડો દેખાય છે.	Those trees are seen.
Cerebrals.	ટ	18. તે પેટી હતી.	That was a box.
	ઠ	તે પેઠી હતી.	She had entered.
	ડ	19. આ ડગલો છે.	This is a coat.
	ઢ	આ ઢગલો છે.	This is a heap.
	ડ ક	20. આ ડગલામાં કાતર છે.	There are scissors in this coat.
	ઢ ખ	આ ઢગલામાં ખાતર છે.	There is manure in this heap.
Dentals.	ત	21. મને તાળી આપો.	Applaud me.
	થ	મને થાળી આપો.	Give me a plate.
		22. તમારી નાત કઇ છે?	What is your caste?
		તમારી નાથ કઇ છે?	Which is your nose-rope?
	ત થ	23. સાતે સ્ત્રીઓ સાથે ગઇ.	The seven women all went together.

Dentals.	દ	24. આ સીદી છે.	This is a negro.
	ધ	આ સીધી છે.	This (Fem.) is straight.
		25. તે દાણી છે.	He is a tax-collector.
		તે ધાણી છે.	It is parched grain.
Labials.	પ	26. આ સાપ છે.	This is a snake.
	ફ	આ સાફ છે.	This is clean.
		27. આ પુલ છે.	This is a bridge.'
		આ ફૂલ છે.	This is a flower.
	બ	28. આ બાઇ સુખી છે.	This woman is happy.
	ભ	આ ભાઇ સુખી છે.	This man is happy.
		29. તે મારો બાગ છે.	That is my garden.
		તે મારો ભાગ છે.	That is my share.

Similar sentences may be made using the following sets of words :—

કબર—ખબર. કાળ—ખાળ. નાક—નાખ. સુકી—સુખી. કોટ—ખોટ. કોળ—ખોળ. કાણું—ખાણું. ગણું—ઘણું. ગાલ-ઘાલ. ગોર—ઘોર. ગોળ—ઘોળ. ચીપ—છીપ. ચોડવું—છોડવું. જાળ— ઝાળ. બેટા—બેઠા. દીટું—દીઠું. ડોળ--ઢોળ.ડોલ—ઢોલ. તડ—થડ. ભાતું--ભાથું. તર—થર. ખાદી—ખાધી. પળ—ફળ. બાર—ભાર. બેટ—ભેટ. બીડ—ભીડ. બારે—ભારે.

D. Sentences illustrating similar consonants of different classes.

Dentals & Cerebrals.	ટ	૩૦. આ વાટ છે	This is a path.
	ત	આ વાત છે	This is a story.
		૩૧. તે ટોપ છે	That is a helmet.
		તે તોપ છે	That is a cannon.

Cerebrals and Dentals.	ટ ત	૩૨. મોટી પેટીમાં મોતી છે	There are pearls in the big box.
	ટ્ટ	૩૩. મને પટ્ટો મળ્યો	I got a belt.
	ત્ત	મને પત્તો મળ્યો	I got a clue.
	ઠ થ	૩૪. સાઠે સ્ત્રીઓ સાથે ગઈ	The sixty women all went together.
	ડ	૩૫. આ ડાળ જુઓ	Look at this branch.
	દ	આ દાળ જુઓ	Look at this pulse.
	ઢ	આ ઢાળ જુઓ	Look at this slope.
	ડ	૩૬. હું તમને ડોલ દઈશ	I will give you a bucket.
	ધ	હું તમને ધોલ દઈશ	I will give you a slap.
	ઢ	હું તમને ઢોલ દઈશ	I will give you a drum.
	ન	૩૭. આ ખાનું સારૂં છે	This drawer is good.
	ણ	આ ખાણું સારૂં છે	This dinner is good.
		૩૮. તે દાન લે છે	He accepts a gift.
		તે દાણ લે છે	He collects taxes.
	ણ ન	૩૯. તેણે તેને લખ્યું	He wrote to him.
	લ	૪૦. આ ગાલ છે	This is a cheek.
	ળ	આ ગાળ છે	This is abusive language.
		૪૧. તે ડોલ બતાવે છે	He shows a bucket.
		તે ડોળ બતાવે છે	He is a hypocrite.
	ખ લ	૪૨. આ પેટી ખાલી છે	This box is empty.
	ક ળ	આ પેટી કાળી છે.	This box is black.

Similar sentences may be made using the following sets of words ;—ગાડી-ગાદી. ભાટ-ભાત. માઠું-માથું. ડર-દર. ડીલ-દીલ. ડામ-દામ-ધામ. ઢોળવું-ધોળવું. છાનું-છાણું. કાનો-કાણો. ગુનો-ગુણો. ચાલ-ચાળ.

Notes.

1. There is no article in Gujarātī.

2. The usual order of words in a simple sentence in Gujarātī is :—

1st. Subject. 2nd. Object. 3rd. Verb ; e. g., તે દાન આપે છે=He gives a gift. The order of words in an imperative or interrogative sentence is the same as the order in an affirmative sentence.

E. g.

(તમે) આ ઘર જુઓ. Look at this house.
તમારી નાત કઇ છે ? What is your caste ?

The student could also make a very useful set of sentences for Gender Drill from Para. 18 in Dr. Taylor's Grammar, in which is given a full list of words spelt alike and pronounced alike, but differing in gender and meaning.

CHAPTER IV.

This and the following lessons contain questions and answers based on the story of the Raising of Jairus' Daughter as related in the 9th. chapter of St. Matthew's Gospel, and in Peep of Day. The beginner should first learn to pronounce the outline sentences of the story clearly, correctly, and fluently, and then learn by heart the questions and answers based on them by repeating them alternately with his teacher many times. He will in this way learn the art of questioning and answering, and also acquire fluency. Simple grammatical rules have been deduced from these lessons, but the student is referred to Dr. Taylor's Grammar, Parts II and III, for the complete grammar of Gujarātī words and Sentences.

Lesson I.

યાએરસ નામે એક અધિકારી ઇસુ પાસે વિનંતી કરવા આવ્યો.

A ruler named Jairus came to Jesus to make a request.

તેણે ઇસુને કહ્યું કે, મારી દીકરી માંદી છે, તેના પર હાથ મૂક, ને તેને સાજી કર.

He said to Jesus :—" My daughter is ill; lay Thy hand upon her, and heal her.

Questions and Answers.

1. Q. કેટલા માણસ વિનંતી કરવા આવ્યા ?
How many men came to make a request ?
A. એક માણસ વિનંતી કરવા આવ્યો.
One man came to make a request.

2. Q. કેવો માણસ વિનંતી કરવા આવ્યો ?
What kind of man came to make a request ?
A. એક અધિકારી વિનંતી કરવા આવ્યો.
A ruler came to make a request.

3. Q. કયો માણસ વિનંતી કરવા આવ્યો ?
Which man came to make a request ?
A. યાએરસ નામે માણસ વિનંતી કરવા આવ્યો.
A man named Jairus came to make a request.

4. Q. કોણ વિનંતી કરવા આવ્યું ?
Who came to make a request ?
A. યાએરસ વિનંતી કરવા આવ્યો.
Jairus came to make a request.

5. Q. યાએરસ ક્યાંથી આવ્યો ?
Where did Jairus come from ?
A. યાએરસ પોતાને ઘેરથી આવ્યો.
Jairus came from his home.

6. Q. યાએરસ કોની પાસે આવ્યો ?
To whom did Jairus come ?
A. યાએરસ ઇસુ પાસે આવ્યો.
Jairus came to Jesus.

7. Q. યાએરસ પોતાને ઘેરથી શું કરવા આવ્યો ?
What did Jairus come from his home to do ?

A. યાએરસ પોતાને ઘેરથી વિનંતી કરવા આવ્યો.
Jairus came from his home to make a request.

8. Q. યાએરસ ઇસુ પાસે શા માટે આવ્યો?
Why did Jairus come to Jesus?

A. તેની દીકરી માંદી હતી, તેથી યાએરસ ઇસુ પાસે આવ્યો.
Jairus came to Jesus because his daughter was ill.

9. Q. યાએરસ ઇસુ પાસે ક્યારે આવ્યો?
When did Jairus come to Jesus?

A. તેની દીકરી મરવા પડી, ત્યારે યાએરસ ઇસુ પાસે આવ્યો.
Jairus came to Jesus when his daughter was dying.

10. Q. યાએરસ પોતાને ઘેરથી કેવી રીતે આવ્યો?
How did Jairus come from his home?

A. યાએરસ પોતાને ઘેરથી પગે ચાલીને આવ્યો.
Jairus came from his home on foot.

11. Q. યાએરસ ક્યાં વિનંતી કરવા આવ્યો?
Where did Jairus come to make his request?

A. જ્યાં ઇસુ હતો, ત્યાં યાએરસ વિનંતી કરવા આવ્યો.
Jairus came to the place where Jesus was to make a request.

Notes.

1. Note the pronunciation of the conjunct letter વ્ય in આવ્યો. The non-final member વ has lost its inherent અ according to rule.
2. All question words, except શો, શી, શું = what, begin with ક. See Dr. Taylor's Grammar, Paras. 34, 37, 38, 39.
3. In Gujarātī an adverb generally stands immediately before the verb it modifies, or the object of the verb.
4. A subordinate clause usually precedes the principal clause. See Dr. Taylor's Grammar, Part III. Chapter I.
5. Note the form ઘેરથી. The Ablatival termination થી has been added to the Locative case. (Grammar Para. 137). ઘેર is nearly always used instead of ઘરે as Locative of ઘર.

The above questions and their answers should be very thoroughly learned. The way to learn them is to drill on

them with your teacher, ask them, answer them, mix them up, etc. for two or three months until it would be impossible not to recognise them, and to fail to give the answer.

Lesson II.

Not only should the student be able to ask and answer rapidly all kinds of questions on the sentence

યાએરસ નામે એક અધિકારી ઇસુ પાસે વિનંતી કરવા આવ્યો.

but he should also be able to substitute readily all kinds of nouns, pronouns, adjectives, verbs, phrases, etc. in the place of those that are in the sentence. The following exercises in substitution will serve as models.

Exercise I. Substitution of subjects in place of યાએરસ.

1. એક સ્ત્રી ઘેરથી વિનંતી કરવા આવી.
   A woman came from her home to make a request.
2. ત્રણ છોડીઓ ઘેરથી વિનંતી કરવા આવી.
   Three girls came from their home to make a request.
3. એક છોકરો ઘેરથી વિનંતી કરવા આવ્યો.
   A boy came from his home to make a request.
4. બે છોકરા ઘેરથી વિનંતી કરવા આવ્યા.
   Two boys came from their home to make a request.
5. પાંચ છોકરાં ઘેરથી વિનંતી કરવા આવ્યાં.
   Five children came from their home to make a request.

Note :—The Past Indefinite Tense is formed by adding
in singular, યો m. ઈ f. યું n.
and in plural, યા m. ઈ f. યાં n.
to the stem of the verb. The stem of આવવું, to come, is આવ.

	Singular.	Plural.
Masc.	આવ્યો.	આવ્યા.
Fem.	આવી.	આવી.
Neuter.	આવ્યું.	આવ્યાં.

See Dr. Taylor's Grammar, Para. 52.

Exercise II. Substitution of nouns in place of ઘર.

1. એક માણુસ ગામમાંથી આવ્યેા.
   A man came from the village.
2. એક સ્ત્રી જંગલમાંથી આવી.
   A woman came from the jungle.
3. એક છેાકરેા શહેરમાંથી આવ્યેા.
   A boy came from the city.
4. માણુસેા દેવળમાંથી આવ્યા.
   Men came from the church.
5. સ્ત્રીઓ યરૂશાલેમથી આવી.
   Women came from Jerusalem.
6. છેાકરાઓ ખેતરમાંથી આવ્યા.
   Boys came from the field.
7. સાત છેાકરા નિશાળેથી આવ્યા.
   Seven boys came from school.
8. ચાર સ્ત્રીઓ કુવેથી આવી.
   Four women came from the well.
9. ઘણાં છેાકરાં પરગામથી આવ્યાં.
   Many children came from another village.

Notes.

1. As a general rule

   Nouns ending in non-radical ઓ are masculine.
   Nouns ending in non-radical ઈ are feminine.
   Nouns ending in non-radical ઉં are neuter.

There are however many exceptions to this rule. (see Grammar, Paras. 11 and 12). It is a good plan to learn the gender of each word as the word itself is learnt.

2. If a noun end in non-radical ઓ, its plural is formed by substituting for this ઓ either આ or આઓ : છેાકરેા, boy, છેાકરા or છેાકરાઓ boys.

3. If a noun end in non-radical ઉં, its plural is formed by substituting for this ઉં either આં or આંઓ : છેાકરૂં, child, છેાકરાં or છેાકરાંઓ, children.

4. If a noun does not end in non-radical ઓ or ઉં, its plural is formed by adding ઓ to the singular : સ્ત્રી woman, સ્ત્રીઓ women.

5. If, however, the number is sufficiently indicated by a qualifying adjective, pronoun, etc., it is not necessary to add ઓ.

ઘણાં છોકરાં = many children. (For full rules concerning the Gender and Number of nouns, see Dr. Taylor's Grammar Part II. Chapter I.).

Exercise III. Substitution of prepositions in place of થી.

1. એક માણસ ઘરમાં આવ્યો.
   A man came into the house.
2. એક માણસ ઘરની પાસે આવ્યો.
   A man came near the house.
3. એક માણસ ઘર સુધી આવ્યો.
   A man came up to the house.
4. એક માણસ ઘર તરફ આવ્યો.
   A man came towards the house.
5. એક માણસ ઘરની આગળ આવ્યો.
   A man came in front of the house.

Note :—A governed word in Gujarātī precedes its governing word, and so what we call *pre*positions in English become *post*positions in Gujarātī. (For a full account of Gujarātī Prepositions, see Dr. Taylor's Grammar, Part II. Chap. VII).

Exercise IV. Insertion of Adjectives.

1. એક આંધળો માણસ વિનંતી કરવા આવ્યો.
   A blind man came to make a request.
2. એક પૈસાદાર માણસ વિનંતી કરવા આવ્યો.
   A rich man came to make a request.
3. એક માંદી છોડી વિનંતી કરવા આવી.
   A sick girl came to make a request.
4. બે આંધળા માણસ વિનંતી કરવા આવ્યા.
   Two blind men came to make a request.

5. કેટલાએક પૈસાદાર માણસ વિનંતી કરવા આવ્યા.
Several rich men came to make a request.

6. નવ નાની છોડીઓ વિનંતી કરવા આવી.
Nine small girls came to make a request.

7. ઘણાં માંદાં છોકરાં વિનંતી કરવા આવ્યાં.
Many sick children came to make a request.

Notes.

1. Adjectives agree with the noun they qualify in gender and number.

2. All adjectives are indeclinable for gender except those having as *gendral* terminations, ઓ masc. ઈ fem. ઉં neut., e. g. નાનો છોકરો = a small boy, નાની છોડી = a small girl, નાનું છોકરું = a small child.

3. Masculine adjectives in ઓ form their plural by changing ઓ to આ. Neuter adjectives in ઉં form their plural by changing ઉં to આં. All other adjectives are indeclinable for number.

4. Adjectives are placed before the nouns they qualify except when used predicatively.

આ નાનું ગામ છે. This is a small village.

આ ગામ નાનું છે. This village is small.

See Dr. Taylor's Grammar, Part II. Chap. II. Adjectives.

Exercise V. Substitution of other tenses in place of the Past Indefinite આવ્યો.

1. યાએરસ ઇસુ પાસે આવે.
Let Jairus come to Jesus.

2. જો યાએરસ ઇસુ પાસે આવે, તો ઇસુ તેને મદદ કરશે.
If Jairus comes to Jesus, Jesus will help him.

3. યાએરસ ઇસુ પાસે આવે છે.
Jairus is coming to Jesus.

4. યાએરસ ઇસુ પાસે આવશે.
Jairus will come to Jesus.

5. યાએરસ ઇસુ પાસે આવતો હતો.
Jairus was coming to Jesus.
6. યાએરસ ઇસુ પાસે આવ્યો છે.
Jairus has come to Jesus.
7. યાએરસ ઇસુ પાસે આવવાનો છે.
Jairus intends to come to Jesus.
8. યાએરસ ઇસુ પાસે આવ્યો હતો.
Jairus had come to Jesus.
9. જો યાએરસ ઇસુ પાસે આવ્યો હોત, તો ઇસુ તેને મદદ કરત.
If Jairus had come to Jesus, Jesus would have helped him.

(For the formation of these tenses see Dr. Taylor's Grammar, Paras. 51, 54, 55, 56, 57, 59, 61).

Lesson III.

(a) યાએરસ ઇસુ પાસે આવ્યો.	Jairus came to Jesus.
(b) યાએરસે ઇસુને કહ્યું કે મારી દીકરી માંદી છે.	Jairus told Jesus that his daughter was ill.

Study the outline sentences given above. Note the pronunciation of the conjunct letter in કહ્યું. હ according to rule loses its inherent અ.

Notes.

1. કે = that, is a subordinative conjunction, introducting a noun sentence. In Gujarātī reported speech is, with very few exceptions, expressed in direct narration, and is introduced by કે (or જે) immediately following the principal sentence. (see Dr. Taylor's Grammar, Para. 118).
2. The above verbs are both in the Past Indefinite tense. Why has the noun 'Jairus' the inflexion એ in (b) and not in (a), and why do the verbal forms differ in gender આવ્યો, કહ્યું ? Because the verb in (a) is Intransitive, આવ્યો, while the verb in (b) is Transitive કહ્યું. In the case of Intransitive verbs the verbal form used

for the Past Indefinite Tense agrees in gender and number with the subject of the verb, યાઍરસ આવ્યો, while in the case of Transitive verbs the verbal form used for this tense agrees in gender and number with the direct object of the verb, and the (logical) subject stands in the Agential case, the inflexion of which is એ. In (b) the direct object is the noun subordinate clause which follows, introduced by કે. Study carefully Paras. 52, 68, and 69 in Dr Taylor's Grammar.

Questions based on (a).

1. કોણે ઇસુને કહ્યું કે મારી દીકરી માંદી છે?
   Who told Jesus that his daughter was ill?
2. યાઍરસે કોને કહ્યું કે મારી દીકરી માંદી છે?
   To whom did Jairus say that his daughter was ill?
3. યાઍરસે ઇસુને શું કહ્યું?
   What did Jairus say to Jesus?
4. યાઍરસે ઇસુને ક્યારે કહ્યું કે મારી દીકરી માંદી છે?
   When did Jairus tell Jesus that his daughter was ill.
5. યાઍરસે ઇસુને શા માટે કહ્યું કે મારી દીકરી માંદી છે?
   Why did Jairus tell Jesus that his daughter was ill.

The student should now be able to supply correct answers in Gujarātī to the above questions. For the declension of કોણ and other pronouns, see Grammar, Part II. Chap. III. Study also Part III. Chap. III. on the signification of the cases.

(c) યાઍરસે ઇસુને વિનંતી કરી કે મારી દીકરીને સાજી કર.
Jairus asked Jesus to heal his daughter.

Exercise I. Substitution of subjects in place of યાઍરસે.

1. અધિકારીએ ઇસુને વિનંતી કરી કે મારી દીકરીને સાજી કર.
   The ruler asked Jesus to heal his daughter.
2. સ્ત્રીએ ઇસુને વિનંતી કરી કે મારી દીકરીને સાજી કર.
   The woman asked Jesus to heal her daughter.
3. બાપે ઇસુને વિનંતી કરી કે મારી દીકરીને સાજી કર.
   The father asked Jesus to heal his daughter.

Exercise II. Substitution of nouns in place of ઇસુને.

1. તેણે વૈદને વિનંતી કરી કે મારી દીકરીને સાજી કર.
He asked the physician to heal his daughter.
2. તેણે પોતાના મિત્રને વિનંતી કરી કે મારી દીકરીને સાજી કર.
He asked the friend to heal his daughter.
3. તેણે શિષ્યોને વિનંતી કરી કે મારી દીકરીને સાજી કર.
He asked the disciples to heal his daughter.

Note :—The Imperative Singular is expressed in Gujarātī by the simple verbal stem to which ઓ is added for the plural: કર Do (thou), કરો Do (you).

Exercise III. Substitution of noun subordinate clauses in place of મારી દીકરીને સાજી કર.

1. તેણે ઇસુને વિનંતી કરી કે મારી દીકરી પર હાથ મૂક.
He asked Jesus to lay His hand upon his daughter.
2. તેણે ઇસુને વિનંતી કરી કે મારી સાથે મારે ઘેર આવ.
He asked Jesus to come with him to his house.
3. તેણે ઇસુને વિનંતી કરી કે મારા પર દયા કર.
He asked Jesus to have mercy upon him.
4. તેણે ઇસુને કહ્યું કે મારી દીકરી મરવા પડી છે.
He told Jesus that his daughter was dying.

Lesson IV.

(a) અધિકારીને ત્યાંથી એક માણસે આવીને તેને કહ્યું કે તારી દીકરી મરી ગઈ છે.
A man came from the ruler's house, and told him that his daughter was dead.

(b) ઇસુએ તેને કહ્યું કે બી મા, માત્ર વિશ્વાસ કર, ને તે સાજી થશે.
Jesus said to him: "Fear not, only believe, and she shall be made whole."

(c) ઇસુએ ઘરમાં જઇને છોડીનો હાથ પકડયો, અને છોડી ઉઠી.
Jesus went into the house, and took the maid by the hand, and the maid arose.

Notes.

1. Note the use of the Connective Participles આવીને and જઈને in (a) and (c) respectively. When two or more verbs are employed in connection with the same subject, all the verbs except the last usually appear in Gujarātī as Connective Participles.

   એક માણસે આવીને કહ્યું = A man came and said.

2. Note the form of the Negative Imperative બી મા. For the negative of the Imperative the particles ન, ના, and મા may be used, ન always before, ના before or after, and મા nearly always after, the affirmative Imperative form.

The student should learn the statements in (a), (b), and (c) thoroughly in Gujarātī, and then make and answer, in Gujarātī, questions based on them. The following suggestions may prove helpful.

1. Substitute "who" for "a man" in (a). This will make the first a question.
2. Substitute "where" for "the ruler's house" in (a).
3. Substitute "what" for the noun subordinate clause in (a).
4. Substitute "who" for "Jesus" in (b).
5. Substitute "to whom" for "to him" in (b).
6. Substitute "whose" for "the maid's" in (c).

As an additional exercise on Lesson V. translate and answer the following questions :—

1. What did Jesus say to Jairus ?
2. What did Jesus tell Jairus to do ?
3. Whose daughter died ?
4. How was she restored to life ?

Once he has thoroughly mastered the questions, answers, and exercises given in the above lessons the student should follow the same method in his study of the incidents and

parables recorded in the Gospel of Matthew, taking them sentence by sentence, memorising, asking and answering questions, and doing exercises in substitution until he has learned to use all his vocabulary in correct sentences. He will find this practice a great help towards fluency in conversation.

CHAPTER V.

It is essential that the student should know thoroughly the full conjugation of the verb in Gujarātī, and be able to use readily and correctly the various verbal phrases. The complete grammar of the Gujarātī verb is given in Dr. Taylor's Grammar, Part II. Chap. V, and the signification of the Tenses, Infinitives, and Participles is explained at length in Part III. Chap. IV. V. VI. This chapter is designed to provide the student with Conjugation Drill on the Moods, Tenses, and Idiomatic Verbal Phrases. It contains :—(a). The Third Person Singular Masculine forms of an Intransitive verb. (b) Certain verbal forms of a Transitive verb illustrating the different construction used in the Past Indefinite, and all Perfect, and Pluperfect Tenses, and also the usage in the Passive, and Causative forms. (c) A few negative verbal forms.

These verbal forms should be so thoroughly mastered that the student can substitute any verb for "come" or "write," and any subject for "he," and conjugate rapidly and orally following this scheme :—

(a) 1. Come.
આવ, આવો.

2. To come.
આવવું.

3. Coming.
આવતો (તી, તું) આવતાં.

4. Having come. (Perfect Participle.)
આવ્યો (ઇ,યું) આવેલો (એલી, એલું).

5. Please come.
આવશો.

6. Having come. (Connective Participle.)
આવીને.

7. May he come?
તે આવે?

8. Let him come.
તે આવે.

9. He is coming.
તે આવે છે.

10. If he comes, I will come.
જો તે આવે, તો હું આવીશ.

11. He will come.
તે આવશે.

12. He came.
તે આવ્યો.

13. He was coming.
તે આવતો હતો.

14. He is probably coming (must be coming.)
તે આવતો હશે.

15. He has come.
તે આવ્યો છે.

16. He had come.
તે આવ્યો હતો.

17. If he had come, I would have come.
જો તે આવ્યો હોત, તો હું આવત.

18. He has probably come. (must have come.)
તે આવ્યો હશે.

19. He has come already.
તે આવી રહ્યો છે.

20. He wants to come.
તેને આવવું છે.
(તે આવવા માગે છે.)

21. He ought to come.
તેણે આવવું જોઇએ.

22. He will have to come.
તેને આવવું પડશે.

23. He can come.
તે આવી શકે છે.
(તેનાથી અવાય.)

24. He began to come.
તે આવવા લાગ્યો.
તે આવવા મંડયો.
તેણે આવવા માંડયું.

25. He will be able to come.
તે આવી શકશે (તેનાથી અવાશે.)

26. I shall come before he comes.
તેના આવ્યા પહેલાં હું આવીશ.

27. Come after he comes.
તેના આવ્યા પછી (તમે) આવો.

28. (Being) about to come. (Inten. part.)
આવવાનો (વાની, વાનું) [આવનારો (નારી, નારૂં), આવનાર.]

29. He is about to come.
તે આવવાનો છે.

30. He is probably about to come.
તે આવવાનો હશે.

31. He was about to come.
તે આવવાનો હતો.

32. I saw him coming.
મેં તેને આવતાં જોયો.

33. He used to come.
તે આવતો.

34. Do not come lest he should come.
તમે ન આવો, રખેને તે આવે.

35. He keeps coming.
તે આવ્યાં કરે છે.

36. He had to come.
તેને આવવું પડયું.

37. He ought to have come.
તેણે આવવું જોઇતું હતું.

38. He let him come.
તેણે તેને આવવા દીધો.

39. He told him to come.
તેણે તેને આવવાનું કહ્યું.

40. He came away.
તે આવતો રહ્યો.

(b) 1. To write.
લખવું.

2. He wrote a letter.
તેણે કાગળ લખ્યો.

3. He has written a letter.
તેણે કાગળ લખ્યો છે.

4. He must have written a letter.
તેણે કાગળ લખ્યો હશે.

5. He had written a letter.
તેણે કાગળ લખ્યો હતો.

6. He began to write a letter.
તે કાગળ લખવા લાગ્યો (તે કાગળ લખવા મંડયો, તેણે કાગળ લખવા માંડયો.)

7. He ought to write a letter.
તેણે કાગળ લખવો જોઇએ.

8. He had to write a letter.
તેને કાગળ લખવો પડયો.

9. To be written.
લખાવું.

10. A letter is being written.
કાગળ લખાય છે, કાગળ લખવામાં આવે છે.

11. A letter has been written.
કાગળ લખવામાં આવ્યો છે, કાગળ લખાયો છે.

12. A letter was written.
કાગળ લખવામાં આવ્યો, કાગળ લખાયો.

13. A letter will be written.
કાગળ લખવામાં આવશે, કાગળ લખાશે.

14. To cause to write
લખાવવું.

15. He will cause me to write a letter.
તે મારી પાસે કાગળ લખાવશે.

16. He caused me to write a letter.
તેણે મારી પાસે કાગળ લખાવ્યો.

17. He will continue to write.
તે લખતો જશે.

18. He knows how to write.
તેને લખતાં આવડે છે.

(c) 1. He is not coming.
તે આવતો નથી.

2. He will not come.
તે આવશે નહિ.

3. He was not coming.
તે આવતો નહોતો.

4. He did not come.
તે આવ્યો નહિ.

5. He has not come.
તે આવ્યો નથી.

6. He had not come.
તે આવ્યો નહોતો.

7. Do not write. (2nd Per. Singular.)
ન લખ, લખ ના, લખતો મા.

8. He cannot write.
તે લખી શકતો નથી, (તેનાથી લખાતું નથી.)

9. He does not know how to write.
તેને લખતાં આવડતું નથી.

10. He does not know how to write a letter.
તેને કાગળ લખતાં આવડતો નથી.

11. He ought not to have written.
તેણે લખવું જોઇતું નહોતું.

12. He ought not to have written a letter.
તેણે કાગળ લખવો જોઇતો નહોતો.

N. B.—All grammatical references are to The Student's Gujarātī Grammar, by Rev. G. P. Taylor M. A., D. D.

Printed & Published by J. Rogers at the Mission Press, Surat.
1927.